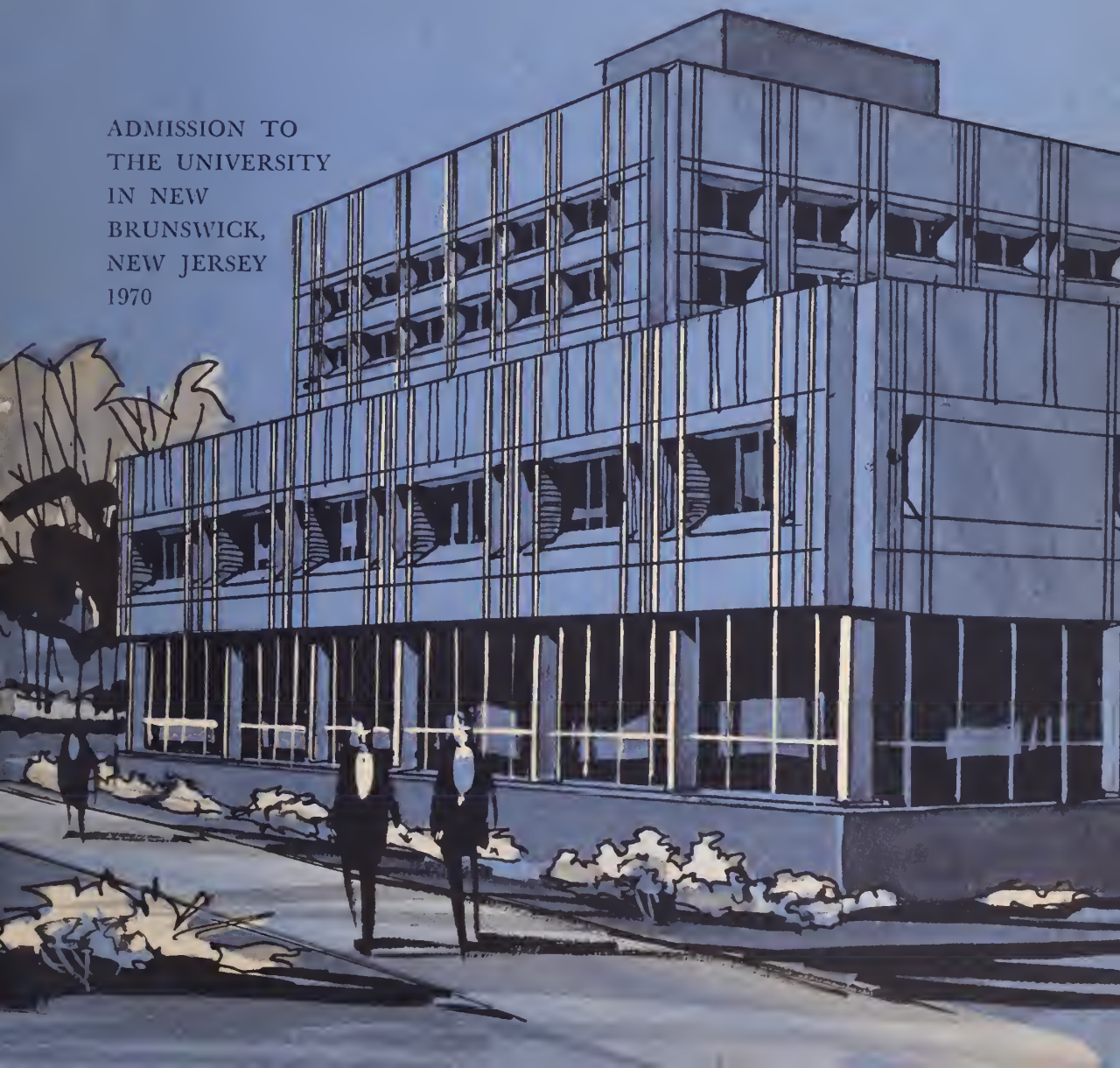


# LIVINGSTON COLLEGE

RUTGERS UNIVERSITY  
THE STATE UNIVERSITY OF NEW JERSEY

ADMISSION TO  
THE UNIVERSITY  
IN NEW  
BRUNSWICK,  
NEW JERSEY  
1970



---

## **RUTGERS UNIVERSITY THE STATE UNIVERSITY OF NEW JERSEY**

### **Undergraduate Daytime Divisions**

#### **Newark**

Rutgers in Newark  
(Coeducational-Urban)

#### **New Brunswick**

Rutgers College  
(Resident College for Men)

Douglass College  
(Resident College for Women)

Livingston College  
(Resident Coeducational College)

#### **Camden**

College of South Jersey  
(Coeducational-Urban)

There is a separate bulletin for each of the above undergraduate colleges. Other bulletins can be obtained by writing to the Director of Admissions of the specific division.



Admission to

# LIVINGSTON COLLEGE

**RUTGERS UNIVERSITY  
THE STATE UNIVERSITY OF NEW JERSEY**

## CONTENTS

RUTGERS UNIVERSITY	3
LIVINGSTON COLLEGE	15
ACADEMIC PROGRAMS	21
ADMISSION	37
COSTS	43
FINANCIAL AID	45





*The Arms of Rutgers: upper left — Nassau, the House of Orange, in honor of the Dutch settlers whose perseverance brought Queen's College into being; lower left — ploughs from the Great Seal of the State of New Jersey, symbolizing Rutgers' status as the Land-Grant College and State University; upper right — George III of England, under whose authority the Charter was granted, and Charlotte of Mecklenburg, his Consort, in whose honor the College was named "Queen's"; lower right — the Arms of Colonel Henry Rutgers, whose name the College took in 1825*



# RUTGERS UNIVERSITY

---

More than two hundred years ago, His Excellency William Franklin, son of Benjamin Franklin and Royal Governor of New Jersey, signed the charter for the eighth colonial college in America. First called Queen's College, it was later renamed Rutgers College for Colonel Henry Rutgers, a prominent New York City philanthropist.

In its long and eventful history, Rutgers University grew from a small colonial college founded by royal charter in 1766 to become, in 1864, the land-grant college for New Jersey, a university in 1924, and the State University in 1945. Today, the University consists of five undergraduate daytime divisions in addition to a number of graduate and professional schools. Rutgers College, the original undergraduate men's liberal arts college, grew to include a College of Engineering and a College of Agriculture. It was joined in 1918 by New Jersey College for Women, later named Douglass College, in 1946 by the colleges in Newark, now known as Rutgers in Newark, and in 1950 by the College of South Jersey. Livingston College, the most recent addition, enrolled its first class in 1969. The University's growth has also been significant in the areas of graduate and professional offerings — in arts and sciences, education, law, pharmacy, journalism, library service, nursing, social work, business administration, and medicine.

The undergraduate residential units — Rutgers College for men, Douglass College for women, and Livingston College for men and women — are located in New Brunswick. Each of these offers a wide variety of programs in the liberal arts, agriculture and environmental science, engineering, and certain pre-professional areas. Rutgers in Newark (made up of the Newark College of Arts and Sciences and College of Nursing) and the College of South Jersey in Camden are coeducational urban centers for commuting students.

## THE FEDERATED COLLEGES

A major contemporary concern has been expansion of undergraduate facilities to serve the rapidly increasing numbers of qualified college-age students in the state. In the early 1960's, Rutgers formulated the federated college plan as one means of providing for expansion of the New Brunswick campus.

The three colleges located in the New Brunswick area — Rutgers College,

---

---

Douglass College, and Livingston College — form a federation. The federated plan calls for two additional colleges which will be developed in proximity to the Livingston campus. The federation presents to the students at these colleges a greater variety of academic and extracurricular offerings and facilities than any one of them alone could provide. Students in the federated colleges have the opportunity for inter-college registration for courses, subject to faculty regulations and the approval of their advisers. Moreover, faculty members who are identified with one college are also members of the larger community of the federation and share in the educational experience of the entire complex.

Each student at Rutgers University enjoys membership in a separate college community and still benefits from the many advantages of a large, diversified university.

## TEACHING AND RESEARCH

A university faculty serves its students, as well as the community, through teaching and research. The two activities are complementary, for without research there could be little worthwhile instruction. Some research is committed to helping industrial, governmental, and other agencies to improve the quality of life. All research enhances and enriches the learning experience.

Years of research resulted in the discovery of the wonder drug Streptomycin in the laboratories of Dr. Selman Waksman, a Nobel Prize-winning scientist. Out of this discovery emerged the Rutgers Institute of Microbiology. The results of research performed at Rutgers Experiment Stations located throughout the state have contributed directly to the agricultural industry of the Garden State. Research in the College of Engineering has added to the strength of American industry and science. The achievements of Rutgers engineering alumni have resulted in the College having one of the highest percentages of graduates listed in *Who's Who*, *Who's Who in Engineering*, and *American Men of Science*. Faculty members in all divisions of the University are actively engaged in research projects of varying kinds — in the Center of Alcohol Studies, Eagleton Institute of Politics, the Radiation Science Center and the Center for Transportation Studies, to mention just a few.



*Old Queen's once housed Rutgers College in its entirety and is now the administrative center of the University*



*Dr. Mason Welch Gross  
President, Rutgers University*



*Rutgers in Newark provides urban educational opportunities for the citizens of northern New Jersey*



*The new Livingston College campus offers a contemporary co-educational environment for students seeking a relevant education*





*A general view showing the central part of the Rutgers College campus: dormitories to right and left, the Commons (with columns), the Bookstore (center), and the library (in distance)*



*The College Center at the College of South Jersey at Camden*



*The College Center at Douglass provides a relaxing change of pace for students, faculty, and staff*

---

## ADMISSION TO THE UNIVERSITY

Since Rutgers is the State University of New Jersey, admissions preference is given to the New Jersey applicant. Applications from outstanding students from other states and countries are encouraged at the resident divisions. However, the number of out-of-state students that can be accepted is limited.

A separate admissions office and staff is located in each undergraduate division of the University. Admissions criteria are established by the faculties of each college with appropriate admissions committees making the selection of candidates.

A candidate to one of the daytime undergraduate divisions of the University is required to submit an application with a ten dollar application fee, secondary school record, and scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances it may be desirable for a candidate to seek consideration for admission from more than one division of the University. In such cases, only one application fee is required.

The particular issue of the admissions bulletin that you are now reading concerns admission requirements at one of the undergraduate divisions of Rutgers. Information on each of the other divisions can be found in its edition of this bulletin.



*Reception at Voorhees Art Museum,  
Rutgers College Campus*





*Above:*  
*University Commencement in the Stadium*

*Above Right:*  
*The Rutgers offense in action*

*Near Right:*  
*The University Choir in rehearsal*

*Far Right:*  
*Rutgers — Douglass Black Arts Group*





## THE UNDERGRADUATE DAYTIME DIVISIONS AND THEIR OFFERINGS

**THE COLLEGE OF SOUTH JERSEY** in Camden makes available pre-professional, business, and liberal arts programs of study to residents of the South Jersey area. The School of Law — Camden is located there. The great majority of the men and women students reside at home and commute daily to the college. The enrollment at this four-year undergraduate division of the University is 1,200.

**RUTGERS IN NEWARK** is coeducational, with the majority of students commuting daily. The Newark College of Arts and Sciences offers a number of majors in liberal arts, as well as pre-professional programs. The College of Nursing, the Graduate School of Business Administration, and the School of Law — Newark provide professional training for interested students throughout the state. The enrollment of the undergraduate colleges in Newark is 3,000.

**DOUGLASS COLLEGE**, the University's co-ordinate college for women in New Brunswick, provides a rigorous intellectual experience for highly selected students. The academic program, which includes some thirty-two majors in liberal arts, as well as seven professional and pre-professional areas of study, emphasizes the values and relevancies of liberal arts in a changing world. The majority of the 2,840 students live on campus; about 15 per cent commute from their homes. There are no sororities at Douglass. Douglass shares many academic, extracurricular, and social activities with Rutgers College and Livingston College.

**LIVINGSTON COLLEGE** is a new coeducational, residential college. It offers a wide variety of programs in the humanities, social sciences, and physical and natural sciences as well as programs in agriculture and environmental science, engineering, and pharmacy. In particular, it offers courses in such exciting and contemporary areas as computer science, anthropology, urban planning and community development, and Asian and African languages. Livingston's enrollment for the first year is 600 students. At the end of four years the College expects to have an enrollment of 3,500 students.

**RUTGERS COLLEGE** is the men's resident division and is located in New Brunswick. Founded in 1766 as Queen's College, Rutgers College offers programs of study in the liberal arts, sciences, engineering, agriculture and environmental science, and pharmacy. Most of the student body of 6,500 reside in the University's modern residence halls or in the 27 national and local fraternities located on campus.

C: College of South Jersey   N: Rutgers in Newark   D: Douglass   L: Livingston   R: Rutgers College

## PROGRAMS OF STUDY

African Languages & Literature	L	Industrial Engineering	D,L,R
African Studies	L	(4-year program)	
African & Afro-American Studies	D	Industrial Engineering	C,D,L,N,R
Afro-American Studies	L	(5-year program)†	
Agricultural Business	D,L,R	Italian	D,L,N,R
Agricultural Business (first year)*	C	Journalism	D,L,R
Agricultural Engineering	D,L,R	Landscape Architecture	D,L,R
(4-year program)		Landscape Architecture (first year)*	C
Agricultural Engineering	D,L,R	Latin	D,L,N,R
(5-year program)		Latin-American Studies	D,L,R
Agricultural Science	D,L,R	Linguistics	N
Agricultural Science (first year)*	C	Mathematics	C,D,L,N,R
American Studies	D,L	Mechanical Engineering	D,L,R
Animal Science	D,L,R	(4-year program)	
(including pre-veterinary medicine)		Mechanical Engineering	C,D,L,N,R
Animal Science (first year)*	C	(5-year program)†	
Anthropology	L	Medical Technology	C,D,N
Art	D,L,N,R	Middle Eastern Language & Area Studies	L,R
Bacteriology	D,L,R	Music	C,D,L,N,R
Biochemistry	L,R	Nursing	N
Biological Sciences	D,N,R	Oriental Language & Area Studies	L,R
Biology	C,D,L,R	Pharmacy	L,R
Botany	D,L,N,R	Philosophy	D,L,N,R
Business Administration	N,R	Physical Education	D,R
Business & Economics	C	Physics	C,D,L,N,R
Ceramic Engineering (4-year program)	D,L,R	Physiology	R
Ceramic Engineering	C,D,L,N,R	Plant Science	D,L,R
(5-year program)†		Plant Science (first year)*	C
Ceramic Science (4-year program)	D,L,R	Political Science	C,D,L,N,R
Ceramic Science (5-year program)†	C,D,L,N,R	Portuguese	L,R
Chemical Engineering	D,L,R	Pre-Dentistry	C,D,L,N,R
(4-year program)		Pre-Law	C,L,N,R
Chemical Engineering	C,D,L,N,R	Pre-Medicine	C,D,L,N,R
(5-year program)†		Pre-Nursing (two years)	D,L
Chemistry	C,D,L,N,R	Preparation for Research	
Chemistry, Foods & Nutrition	D	(Agricultural & Environmental Science)	D,L,R
Chinese	L	Preparation for Research	
Civil Engineering (4-year program)	D,L,R	(Agricultural & Environmental Science) (first year)*	C
Civil Engineering (5-year program)†	C,D,L,N,R	Preparation for Teaching§	C,D,L,N,R
Classical Civilization/Archaeology	D	Pre-Pharmacy (one or two years)	C,L,N,R
Classics	D,L,N,R	Pre-Veterinary Medicine	C,D,L,R
Community Development	L	Psychology	C,D,L,N,R
Comparative Literature	L	Religion	D,L,R
Computer Science	L	Russian	D,L,N,R
Dance	D	Russian Area Studies	D,L,R
Dramatic Art	D,L,N,R	Sociology	C,D,L,N,R
Economics	D,L,N,R	Spanish	C,D,L,N,R
Electrical Engineering	D,L,R	Speech Pathology	D
(4-year program)		Urban Planning & Policy Development	L
Electrical Engineering	C,D,L,N,R	Zoology & Physiology	D,N,R
(5-year program)†			
English	C,D,L,N,R		
Environmental Science	D,L,R		
Environmental Science (first year)*	C		
Food Science	D,L,R		
Food Science (first year)*	C		
Foreign Languages‡	C		
French	C,D,L,N,R		
General Science	C		
Geography	D,L,N,R		
Geology	C,L,N,R		
German	C,D,L,N,R		
Greek	D,L,R		
Hebraic Studies	D,L,N,R		
History	C,D,L,N,R		
Home Economics	D		

\* At the completion of the first year, students at Camden transfer to New Brunswick for the remaining three years of the program.

† At the completion of the second year, students at Camden and Newark transfer to New Brunswick for the remaining three years of the program.

‡ A program requiring a combination of any two of the following: French, German, Russian, or Spanish.

§ Preparation for teaching is available at each of the undergraduate colleges. Consult the academic section of this book for additional information.





Photo by Ulrik Steltzer



# LIVINGSTON— A NEW COLLEGE

---

Livingston is a new college of Rutgers University located in the New Brunswick area. It is a co-educational, residential college, offering degree programs in the liberal arts, agriculture and environmental science, and engineering. Opened in September 1969 with a freshman class of 500, Livingston will grow to a student body of approximately 3500.

Livingston is a distinctively contemporary-minded college. Its primary concern is to evoke from its students and its faculty an intense intellectual involvement with the world in which they live. Because of this concern, and because of its stress upon excellence and quality education, Livingston hopes to prepare future citizens who will be responsive to the problems of their time and who will have the necessary skills to begin the complex task of solving them.

## THE HISTORY OF LIVINGSTON COLLEGE

Livingston is the first of the three colleges to be added to the University on the site of the former Camp Kilmer. It takes its place next to Rutgers College and Douglass College and with them forms a federation in which each college contributes its resources and talents but retains its identity and a distinctive undergraduate program. The programs complement each other and, as a whole, offer a full and varied spectrum of courses. Each student will apply to the college closest to his needs but may enroll in courses offered at the other colleges. Under this plan, a Livingston student has both the intimacy of the small college and the diversity and resources of a large university.

## THE AIMS OF LIVINGSTON COLLEGE

Livingston students will need to get a sense of, and a grip on, the trends and transformations occurring around them. Livingston was planned and came into being in times that are revolutionary and bewildering. Radical change has become the rule, and understanding and mastering that change a necessity.

There are then many complex problems to be faced by today's student and they demand an approach adequate to their complexity. Livingston deals with complex problems by bringing a number of different points of view to bear upon them; courses are offered which focus on problems and

---

which utilize the perspectives of many fields to investigate these problems. In addition, however, they emphasize the value of being able to delve deeply into a problem from one point of view, of stressing breadth and depth and flexibility, as well as acquiring expertise.

Especially because Livingston exists in the most urban state in the nation, the gap between the campus and the community must be narrowed. At Livingston College students are aware of the relevance of what they are learning to the concerns, interests, and activities of the society in which they live. In part, this is done by engaging in appropriate discussion inside and outside of class, by bringing non-academic people to the campus, by working in and visiting the community, through movies and special exhibits; in short, by bringing the community or parts of it to the campus.

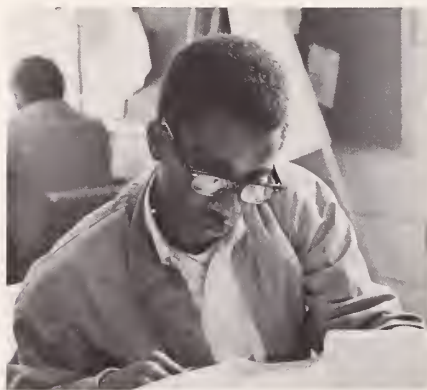


Photo by Ulli Steltzer



Photo by Ulli Steltzer

Livingston not only brings the community to the campus; some or even many of our students will acquire part of their education off campus through work-study programs, or community action programs, and years of study away from the campus. Such internships offer the student practical work experience which relates to his chosen academic program. The student's off-campus experience in a state agency, for example, reinforces and is reinforced by his political science course, just as his work in the chemistry laboratory reinforces and is reinforced by his chemistry course.

Students have an opportunity to experiment with alternatives, to take risks, and to make errors — fundamentally, they have the right to grow, to

---

get to know and master themselves. Livingston students are able to plan their own curricular and extracurricular life styles; they are responsible for those aspects of college life which pertain to them alone.

Livingston feels a special obligation to the disadvantaged students. Therefore, it has committed itself to an admissions policy whereby disadvantaged young people with college potential are admitted and helped, with suitable programs, to realize that potential and to fulfill the graduation requirements of the University. The College hopes to gain much from the presence and activity of this group of students.

Livingston students have many different interests and goals. Many are involved in a variety of activities, on and off campus; others want to be left alone to study and to read. There are those who devote much energy to community action and internship programs, others who spend most of their time with slide rule and test tube or in the stacks of the library. Livingston College welcomes them all.



Photo by Ulli Steltzer

---

## CAMPUS AND STUDENT LIFE

The first-completed half of the Livingston campus contains three residential quadrangles and a central academic and recreation building. Each resident quadrangle, divided into smaller units called houses, has ten house units of 45 to 55 students, a library of 10,000 volumes, a faculty apartment, and common rooms for discussions, recreation, and relaxation. The residences are served by the academic and college center which contains dining rooms and a snack bar, lounges and game rooms, general classrooms, a language laboratory, and faculty offices. Another area, with lockers, showers, and nap rooms, serves commuting students. In addition, bookstore and postal facilities are available. Construction has begun on the second half of the College which will add residential, recreational, and academic facilities.

Much has been done in the design of the Livingston College buildings to encourage informal education. They have been placed, and their interiors designed, to invite the mingling of students and faculty and to encourage exchanges between them.

The notion that learning only happens in some special place — the classroom — and between certain special hours — from 8 to 5 Monday through Friday — is unacceptable at Livingston. Students do learn in a conventional setting, but they also learn outside the classroom, at odd hours, and on week-



Photo by Ulli Steitzer



---

---

ends. Movies they have filmed, plays in which they have acted, and concerts which they have attended provide the framework for significant learning experiences. Livingston encourages them.

In addition, the student is able to choose from a large and varied set of social, athletic, and cultural activities. There are clubs on campus that have been generated from the needs and interests of the students. Faculty members are available and most willing to assist students in forming clubs and, more generally, in organizing social activities. The student is also able to attend the many cultural events which the University sponsors. The vast cultural resources of the neighboring metropolitan areas of New York and Philadelphia are also available to him.

Athletic activities include both intramural and intercollegiate programs. The intramural programs for men and women evolve from the student's desire to participate in informal sports activities and provide campus competition among resident houses and independent groups. The intercollegiate programs of Rutgers University, featuring varsity teams in all major sports, are open to Livingston students. Athletic fields, basketball and tennis courts, and the University pool are also available.

At Livingston, students assume an active role in the governance of their college. Decisions concerning campus issues reflect the joint participation of students, faculty, and administrators. Our students are members of the college government, serve on many college committees, and play an important role in the advising and residence programs. They are full citizens in the Livingston College community with both the power and the responsibility that full citizenship implies.

Students will be actively participating in the early development of a new college. Although much has been done, much remains to be done by the pioneer group of students, faculty, and administrators who will come together in the early years of the College. We look to our first classes for assistance in guiding this, as yet only partially developed college, to completeness and maturity. There will be the noise and mud of continuing construction. But with this, there exists at Livingston a quality and tone that is distinctive and exciting; there is a sense of experimentation, of newness, of growth, of development, and an awareness that one is participating in the creation of a college.



Photo by Ulli Steitzer

# ACADEMIC PROGRAMS

---

Livingston students will be able to choose from a wide variety of subjects in the humanities, the social sciences, the physical and natural sciences, agriculture and environmental science, and engineering. At the time of application for admission, prospective students should give careful thought to the most likely orientation of their intellectual interests, and on this basis indicate their choice of one of four general curricular areas:

1. Liberal Arts — Social Sciences and Humanities
2. Liberal Arts — Physical, Natural, and Mathematical Sciences
3. Agriculture and Environmental Science
4. Engineering

Each of these will be further described in the sections which follow.

Choices within each of these general areas need not be made prior to admission, as students will move into their more specialized areas of concentration or “major” only at the beginning of their sophomore or junior years. It is possible to change from one of the four general areas to another during the freshman year, although in some cases such changes may require additional study.



Photo by Ulli Steltzer

---

---

Students will usually take four courses each term, completing the 32 courses required for graduation in four years. Nevertheless, full-time students may take as few as three courses or as many as five in a single term, and may take as long as five and one-half years to complete the degree.

The grading system at Livingston will consist of three designations: Honors, Credit, and No Student Performance. Only courses for which Honors or Credit is given may be counted as part of the graduation requirements of the College, and only these courses will appear on the student's permanent transcript.

Each student will pursue a program of concentration, either by taking a major administered by one of the departments, or by developing his own program with a special faculty committee. The major will consist of eight to 14 courses, depending on requirements of the department. Other than the requirements of the major, Livingston College has no course or language requirements. A strong advising system will encourage each student to achieve a balanced program, but the hallmark of the Livingston curriculum will be flexibility for each student to develop his strengths and pursue his interests.

## **LIBERAL ARTS PROGRAMS**

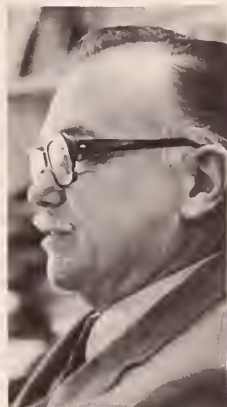
### **The Freshman Year**

The rapidly growing faculty of Livingston College includes outstanding scholars in a wide variety of fields, and the College has, or is in the process of establishing, departments in most of the principal liberal arts subjects. Among many others, these will include not only sociology, political science, and biological sciences, but also some that are new to Rutgers University: computer science, urban planning, Afro-American Studies, anthropology, and a growing number of Asian and African languages. Since, in addition, Livingston students may take courses at Douglass and Rutgers Colleges, they will be able to choose among a wide range of liberal arts majors available in New Brunswick.

### **The College Courses**

Toward the end of the freshman year, a student will begin to narrow his choice of major or area of concentration. In making this choice, the





Photos by Ulli Steltzer

*From top left, clockwise: Faculty members Rosenberg, McDonald, Rorty, Tseng, Fox, Carrier.*

---

---

Livingston student will profit from having taken one or two of a number of “multi-subject” courses. These courses, which are unique to the College, will be taught by a team of experts in different but related subjects and will deal with complex problems by treating them from different perspectives. Thus, the course on “Power and Decision-Making in Urban Communities” will show the way in which, for example, sociology, law, political science, urban planning, and economics approach urban problems. Similarly, a literary critic and a psychologist will join together to examine the significance of popular music from different points of view.

The purpose of these problem-centered courses is not to make the Livingston student a jack-of-all-trades, but rather to give him a true perspective on the different ways in which a variety of fields are used to tackle the complex problems of past, present, and future. Thus, the student will be able to pick as his major that subject which he finds most interesting, and he will understand how it is related to other equally important and necessary fields. For this reason one of these multi-subject courses is likely to form a major and distinctive part of every Livingston freshman program.

### **The Choice of a Program**

Throughout his freshman year, each Livingston student will have ample opportunity to discuss his future program with his faculty advisers, other members of the faculty, and his fellow students. This future program, adapted to each student’s needs and interests, should accomplish two complementary aims.

One aim is to reach a sufficient depth in some subject so as to be able to use that subject in one of a variety of ways. Many students will go on to graduate or professional schools where they will make very specific use of their undergraduate majors. Others will move into a wide variety of opportunities in business, government, education, and social service where they will use their knowledge in more generalized ways. This can be achieved by majoring in any one of the many departmental programs available to Livingston students. However, Livingston students will also have the unique opportunity of defining their own areas of concentration, cutting across several departments, and of developing individual programs of study in consultation with appropriate faculty advisers.

---

---

The other basic aim of the undergraduate program for each student is to achieve a proper measure of the intellectual breadth and perspective as well as the degree of literacy in one's own and other languages, which are essential for a truly liberal education. The Livingston faculty feels strongly that every student should have a more than casual acquaintance with each of the three major areas of intellectual activity: the humanities, the social sciences, and the physical, natural, and mathematical sciences. The student will be able to rely on much advice and help from the Livingston faculty in developing an interesting and balanced program. In this



Photo by Ulli Steltzer

---

---

way, we hope that the student will take courses because he wants to take them, not because he has to take them.

### Advanced Programs

Students transferring to Livingston from other colleges will have a wide range of upper-level courses to choose from. In many of the Livingston departments, students will be able to take a program of concentration or “major.” Students will also be able to take courses at Rutgers and Douglass through intercollege registration. Nevertheless, transfer students should consult the list of available majors below to make sure that they will be able to pursue their areas of interest.

### Available Majors

Among the liberal arts subjects, most are now or will soon be offered through Livingston College departments. Some others are available through intercollege registration in Douglass or Rutgers College departments.

a) Departments or programs established and in development at Livingston College and offering majors:

African Languages and Literature	French
African Studies	German
Afro-American Studies	History
Anthropology	Music
Art	Philosophy
Biology	Political Science
Chinese	Psychology
Community Development	Russian
Comparative Literature	Sociology
Computer Science	Spanish
Economics	Urban Studies and Policy Development
English	

b) Majors available to Livingston students through intercollege registration at Douglass and Rutgers Colleges (but not recommended for transfer students):

Chemistry	Italian
Classics	Journalism
Dramatic Art	Latin
Food Science	Latin-American Studies
Geography	Mathematics
Geology	Physics
Greek	Portuguese
Hebraic Studies	Religion



---

## AGRICULTURE AND ENVIRONMENTAL SCIENCE PROGRAMS

The College of Agriculture and Environmental Science, occupying a campus of 850 acres, has been in existence since 1864 under the provisions of the Morrill Act which designated Rutgers the Land-Grant College in New Jersey.

The Livingston College faculty, in co-operation with the faculty of Agriculture and Environmental Science, will offer to students, programs which will provide a liberal education and specialized and professional training so they may qualify for graduate study or for career opportunities related



---

---

to agriculture and use of the environment. In the past, about 7 per cent of such graduates have become producers of agricultural commodities, 50 per cent have pursued graduate study, and the balance have been employed by private business concerns and government agencies.

The freshman-year program for the Agriculture and Environmental Science curricula is essentially the same for all students and includes (a) general chemistry, (b) mathematics, (c) biology.

### The Core Curricula

Beginning with the sophomore year the student, with faculty guidance, pursues one of the eight core curricula listed below. The student has the choice of pursuing a broad general program with a wide selection of electives or a more specific program with the choice of elective subjects based upon a career objective. The specific programs are indicated as options after the title of each curriculum.

Environmental Science Core Curriculum with options in *Air and Water Resources, Aquatic Biology, Conservation and Wildlife Biology, Environmental Health, Environmental Science Teaching, Marine Science, Meteorology, and Soils.*

Agricultural Science Core Curriculum with options in *Five-year Agricultural Engineering, Agricultural Journalism, Entomology, Mechanized Agriculture, Ornamental Horticulture Teaching, and Production Agriculture.*

Plant Science Core Curriculum with options in *General Horticulture — Fruits and Vegetables; Ornamental Horticulture — Floriculture and Nursery Management; Forestry; Turf Management.* This curriculum is designed to provide training for careers in the fields of plant improvement and production.

Animal Science Core Curriculum with options in *Preveterinary Medicine; Animal Production.* This curriculum is intended for students who are planning for careers in animal science — animal, dairy, or poultry husbandry; animal physiology, nutrition, or pathology; or for entrance to a school of veterinary medicine.

Food Science Core Curriculum. This curriculum should be selected by those

---

---

interested in professional careers in food research and in food and dairy processing. A wide variety of positions in research and development in the food industry is available to graduates in technical services, food plant management, and quality control for industry and regulatory agencies.

*Preparation for Research Core Curriculum* with options in the agricultural, biological, and environmental science areas including those in *Entomology; Biochemistry and Microbiology; Air and Water Resources; Plant Research; Animal Research*. This curriculum is especially designed to prepare students for graduate study. Students who intend to embark on careers with a Bachelor of Science degree should not elect this curriculum. Required in this program are courses in the fundamentals of biology, chemistry, mathematics, physics, and the agricultural and environmental sciences. Completion of this curriculum, plus advanced degree work, opens possibilities in college and university teaching and research, federal and state government service, in industries concerned with processing and distributing food, in the manufacturing, sales and servicing of machinery and chemicals required in agricultural production, and the field of environmental sciences.

*Agricultural Business Core Curriculum* with options in *Agricultural Firm Management; Agricultural Economics; Food Service Administration; Integrated B.S.-M.B.A. Program; Secondary School Teaching*. The preparation of students for employment in industries associated with agriculture is the objective of this curriculum. It leads to opportunities in banking, insurance, accounting, government service, market research, trade journalism, personnel work, advertising, food services and restaurant administration, sales and service, product development, and market analysis, as well as in many other areas.

*Landscape Architecture Core Curriculum*. This curriculum is designed to prepare students for professional careers in landscape architecture and allied fields. The program of study emphasizes, both as an art and a science, the practice of land planning for optimum human use and enjoyment. Graduates may be self-employed or work for private landscape architecture offices, planning collaboratives, or government agencies concerned with public housing, highway development, city planning, and parks and recreation areas.

---

---

## ENGINEERING PROGRAMS

Founded in 1864, the College of Engineering had the pleasant task not only of celebrating its centennial in 1964, but also of dedicating an Engineering Center on the University Heights campus adjacent to the Kilmer Campus. Supplementing the Queen's Campus Engineering Plant, the new Engineering Center, a complex of four large buildings, provides the most modern facilities and equipment for both the undergraduate and graduate programs.

### Four-Year Curricula

Various four-year curricula are provided to enable the student to study in the fields of Agricultural Engineering, Ceramic Engineering, Ceramic Science, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering.

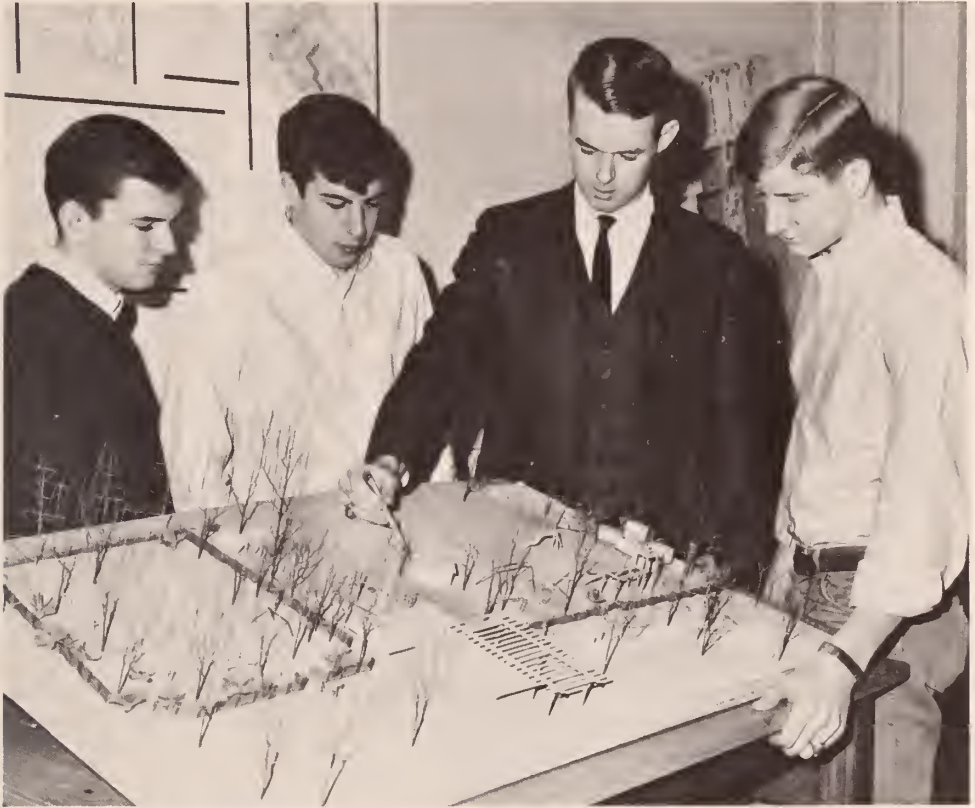
During the freshman year, which is common to all curricula, students meet with faculty advisers to obtain guidance in selecting courses of study. This guidance is supplemented by a series of lectures describing various types of engineering work. At the end of the first year the student selects a curriculum in which to specialize.

All of the engineering curricula have many courses in common throughout the first three years. During the junior and senior years an opportunity for election and choice among basic professional and cultural subjects is made available, and the emphasis is placed upon meeting the needs of each individual student. Highly specialized professional courses are not included in the undergraduate curricula since the time thus used would be at the expense of basic education. Specialization logically comes from experience and study after graduation.

### Five-Year Curricula

Five-year curricula are offered in each of the fields listed above except in Agricultural Engineering and lead to both the Bachelor of Arts and the Bachelor of Science degrees. The first two years are spent in a common program of the humanities and social studies and in completing the pre-engineering mathematics and science courses. At the end of the sophomore year, the five-year engineering student selects his engineering major.





### Description of Fields

A brief description of the work covered in each field is given below.

*Agricultural Engineering.* Agricultural Engineering is a field of engineering and science in which both physical and biological sciences are specifically utilized. It involves power, machines, structures, electronics, land development, irrigation, and drainage in connection with the production, processing, handling, and storage of food, feed, and natural fiber, and the conservation of soil and water resources. The required education is offered through a program administered jointly by the College of Agriculture and Environmental Science and the College of Engineering.

---

---

*Ceramic Engineering.* Ceramic Engineering is that branch of engineering concerned primarily with the conception, development, production, evaluation, application, and understanding of ceramic materials or products. It includes the scope of activities associated with engineering in general. The ceramic engineer, with his inherent attention to the problems of ceramic materials and high temperature technology, is concerned with manufacturing facilities, production processes, product development, feasibility studies, and engineering administration. Ceramic engineers are employed by a wide range of industries from the specialized raw material and ceramic product manufacturers to the chemical, electrical and electronic, metallurgical, automotive, nuclear, and aerospace industries.

*Ceramic Science.* The work of the ceramist includes laboratory testing of raw materials, process and product testing, product development, and research in the various ceramic fields including the synthesis of various types of non-metallic materials. In accord with the now generally recognized extensive field of ceramics, the undergraduate and graduate work in ceramics emphasizes high-temperature phenomena in the entire field of inorganic chemistry, no longer confining the interest to the traditional field of clay products. Furthermore, it embraces both the crystalline and the glassy phases of the materials concerned.

*Chemical Engineering.* The chemical engineer translates the discoveries of the chemist into abundant products for the use of man. He is concerned with the design of plants for the large-scale manufacture of products which are formed from basic materials through complex processes of chemical reactions. Petroleum refining, plastics manufacturing, food processing, and the production of bulk chemicals are a few of the fields which are the province of the chemical engineer.

*Civil Engineering.* The profession of civil engineering has evolved from the art of construction to the science of structures. As such, it concerns itself with forces, properties, and methods. All of the forces of nature are included in this field of inquiry. The properties of materials, including the soil and rock mantle of the earth itself, come under study by the civil engineer. The methods that permit him to analyze the behavior of structures under stationary and moving loads are part of his professional training. Underlying these applied branches of learning is a core of mathematics and physical

---

---

science, a thorough grounding in which forms the foundation of these studies. The products of the civil engineer — highways, dams, bridges, tunnels, skyscrapers, and the frames of airplanes — are manifestations of his study of forces, properties, and methods assembled in various ways “for the use and convenience of man.”

*Electrical Engineering.* The profession of electrical engineering, in common with all branches of engineering, is one which is comprehensive and dynamic. Transistors, computers, and automatic control systems, unknown a few decades ago, are products whose manufacture today utilizes the talents of an ever-increasing number of electrical engineering graduates.

The electrical engineering curricula are designed to provide graduates with the necessary broad education in the engineering sciences so that they may later successfully develop a special competence in one of these new fields or in one of the equally important but older areas of energy conversion and transmission, wire communication, or electronics.

*Industrial Engineering.* Industrial engineering is a relatively new professional field, and one whose development has paralleled the growth of the machine age. The industrial engineer, in planning for the actual manufacture of the products of industry, is responsible for the design of the system and the selection of the machinery to be used in manufacturing operations. In addition, a strong human factor is involved in order to realize optimum performance of men, machines, and materials consistent with limitations of time, quantity, quality, and cost.

*Mechanical and Aerospace Engineering.* The acceleration of our technology into the space age has re-emphasized the importance of the broad technical and professional training of the mechanical engineer. The mechanical engineer may make his professional contribution in many diverse industries. He is particularly in demand for the aerospace industry.

Regardless of the particular product with which he is involved, the mechanical engineer relies upon his training in the analysis of motions, forces, matter, and energy conversions. He is able to design mechanisms and machines to serve a specific purpose. He is proficient at determining, both experimentally and theoretically, the heat and energy transfer rates which occur within thermodynamic devices such as internal combustion engines, rocket engines, steam and gas turbines, and nuclear reactors.

---

---

## PHARMACY PROGRAM

The College of Pharmacy offers a five-year degree program leading to the Bachelor of Science degree. Because this program includes considerable academic work in the humanities and social sciences as well as in the natural sciences, the Rutgers pharmacy student can alter his program slightly after the first year and upon graduation receive the Bachelor of Arts degree in addition to the Bachelor of Science degree.

### First-Year Program

In preparing for the profession of pharmacy, five years of college study are required. The program, open to both men and women, includes the following first-year courses:

General Biology  
General Chemistry  
English Composition

Mathematics (including calculus)  
Practice of Pharmacy

### New Facilities

Construction of a new College of Pharmacy building is under way on the University Heights Campus of Rutgers University in New Brunswick and will be ready for occupancy in the fall of 1970.

## PRE-PROFESSIONAL PROGRAMS

A variety of courses of study available at Livingston College provide excellent preparation for further professional education in medicine, law, dentistry, and nursing. A joint committee of the Rutgers Medical School and of Livingston College is currently discussing the development of a modern and flexible program which will be of considerable interest to students intending to pursue a medical career.

Livingston College also offers programs in secondary school teacher preparation. In these programs, students take a regular major and, in addition, certain professional courses in education and do practice teaching. Upon graduation they will be awarded New Jersey State Teaching Certificates. These programs are available in the following subjects: Agricultural Business, Art, Biology, Chemistry, English, Environmental Science, French, General Science, Geography, Geology (Earth Science), German, History, Italian, Latin, Mathematics, Music, Ornamental Horticulture, Physics (Physical Science), Physical Education, Russian, Social Studies, and Spanish.



---

## AREA STUDIES

Students interested in acquiring competence in area fields of interest not provided for in regular majors are advised that special programs in Afro-American, African, American, Asian, Latin-American, and Russian Studies are available. These programs are currently being organized on a university-wide basis to meet the needs of students at Douglass, Livingston, and Rutgers. Inquiries by Livingston students should be directed to Dean Richard W. Wilson.



Photo by Ulli Steltzer



Photo by Ulli Steitzer

# ADMISSION

---

Livingston College is seeking students of excellence who are curious, lively, challenging, and self-motivated. We know that these qualities can be expressed in many different forms, and we are therefore willing, even eager, to go beyond the traditional criteria for academic potential. High academic achievement in high school is one important criterion, but we are also seeking individuals who have shown their ability through activity in their community or in personal development outside the classroom. We will give substantial weight to an individual's independent work, unusual and creative interests, or service to society.

We also have a commitment to locating and attracting many students who have the potential for excellence, but who have been disadvantaged by poverty and by inadequate prior schooling. The Livingston faculty will assist these students to obtain a relevant education.

## REQUIRED ADMISSIONS DATA

All candidates are required to submit an application along with a ten dollar application fee and an encoding sheet in addition to the following required admissions data:

### High School Record

High school records provide much information about students. They provide us, for example, with the subjects and grade patterns. They further provide us with an evaluation of character and personality.

Candidates applying by high school graduation should present at least 16 academic courses, a course being the equivalent of one year of work in a prepared subject meeting five times each week. These courses must be distributed as follows:

#### *LIBERAL ARTS*

English .....	4
College Preparatory Mathematics .....	3
Foreign Language .....	2
Additional Courses .....	7

#### *AGRICULTURE AND ENVIRONMENTAL SCIENCE*

English .....	4
College Preparatory Mathematics .....	3
Additional Courses .....	9

---

---

## ENGINEERING

English .....	4
College Preparatory Mathematics (including one half year of Trigonometry) .....	4
Additional Courses .....	8

*NOTE: Students desiring five-year programs in engineering must include two years of one foreign language as a part of their eight additional courses.*

The additional courses are normally taken in social studies, sciences, and additional mathematics or foreign languages. Courses taken in areas other than the aforementioned, which are counted toward the high school diploma, are subject to the approval of the Committee on Admissions.

### Scholastic Aptitude Test

All candidates are required to take the Scholastic Aptitude Test of the College Entrance Examination Board and to request that the results be sent to the Livingston College Admissions Office. If students choose to take this test in their senior year, it is strongly recommended that they make arrangements to take the November, December, or January test. Tests taken after the January administration may arrive too late to enable the Committee on Admissions to give full consideration to the student's application for admission. It is suggested that students re-take the examination if they sat for it more than five years ago.

To obtain information and application materials for the Scholastic Aptitude Test, students should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. This information is usually also available at high school guidance offices. The application form for this test and required fee should be in the office of the College Entrance Examination Board at least four weeks prior to the date on which the student wishes to take the test.

### College Records

Candidates who are presently attending another college or university or who have previously attended a college or university must submit a transcript of course work completed thus far and a list of courses planned for the remaining term. Upon completion of the spring term they must submit a final transcript to the Admissions Office by July 1. This is requested for purposes of determining advanced standing. Students who are not enrolled



---

---

in a college at the present time must submit a transcript (s) of all previous college work completed. All transcripts should indicate the titles, numbers, and grades of courses completed and should be sent directly to the Admissions Office from the institution concerned.

Academic performance, honorable dismissal, and the feasibility of transfer are major factors considered when determining the admissibility of transfer applicants.

### Candidates Seeking Admission by an Alternate Plan

Alternate plans of admission are provided for those candidates whose preparation for college work is, for good reason, unusual in distribution of subjects studied. Candidates who are high school graduates and whose preparatory courses do not meet the formal requirements of 16 specified units, or candidates who were not graduated from high school but who have equivalency diplomas, or candidates who were not graduated from high school and who do not have equivalency diplomas but who show promise may be permitted to qualify under one of these plans.



Photo by Ulli Steltzer



### *Alternate Plan I*

Candidates whose educational backgrounds do not meet the formal requirements of 16 specified units may apply for special consideration. If their academic credentials indicate college potential and they are admitted under this plan, their faculty advisers will, if necessary, work out with the students appropriate programs to insure that they will ultimately reach the full level of excellence expected of Rutgers graduates.

### *Alternate Plan II*

Candidates whose educational backgrounds do not meet the formal requirement of 16 specified units may apply for special consideration. If their academic credentials are of such a nature that their eligibility for admission cannot be determined without further evidence, they will be asked to take three Achievement Tests of the College Entrance Examination Board by the Committee on Admissions.

---

## WHEN TO APPLY

New students will be enrolled at Livingston College in September of each year only.

If applicants desire admission for September 1970, they should submit application materials to the Livingston College Admissions Office, Rutgers University, New Brunswick, New Jersey 08903, between September 15, 1969, and February 1, 1970, to insure maximum consideration. Applications received after February 1, 1970, will be considered until such time that it appears space limitations preclude further consideration.

## Notification of Action

First-year applicants to Livingston College will be notified of action taken by the Committee on Admissions between December 15 and April 15 if their applications have been received and are complete by February 1. The Committee will begin to review applications for 1970 as soon as they have become complete and will notify applicants soon after of their action. For applicants who appear to be clearly admissible this means early notification of acceptance.

Transfer applicants can expect notification of action any time between May 1 and June 15.

When admitted, freshmen will have until May 1, 1970, to indicate whether they will or will not attend Livingston College. However, it is expected that with timely notification, students will reply as soon as they have made their decision regarding choice of college.





Photo by Ulli Steltzer



# COSTS

The basic college costs, including tuition, room, board, and student fees:

Tuition fee for residents of New Jersey .....	\$200.00 each term
Tuition fee for non-residents of New Jersey .....	\$400.00 each term
Student fees .....	\$ 64.00 each term
Room .....	\$213.00 each term
Residence Hall Program fee .....	\$ 10.00 each term
Board, 7 days, 20 meals (Plan I) .....	\$277.00 each term
Board, 5 days, 14 meals (Plan II) .....	\$235.00 each term

Resident students must subscribe to one of the above-mentioned meal plans.

The above represents the major fixed charges. However, in figuring the anticipated total costs for one year at Livingston, applicants should not forget an amount for books, travel, laundry, recreation and incidentals.

An estimated budget for one academic year in residence at Livingston:

	New Jersey Resident	Out-of-State Resident
Fixed charges — tuition, room, board (7 day, 20 meal plan), student fees	\$1,528	\$1,928
Approximate costs for books, travel, laundry, recreation, incidentals	500	600
Estimated total annual cost	\$2,028*	\$2,528*

	New Jersey Resident	Out-of-State Resident
Fixed charges — tuition, room, board (5 day, 14 meal plan), student fees	\$1,444	\$1,844
Approximate costs for books, travel, laundry, recreation, incidentals	500	600
Estimated total annual cost	\$1,944*	\$2,444*

\* The cost of room-board as shown above will increase by a combined total of approximately \$200 for the 1970-1971 academic year.

First term payments should be made before registration in September. Second term payments should be made at or before registration in January. Special arrangements may be made with the Treasurer to pay tuition, room and board contract, and fees in installments throughout the year.



Photo by Ulli Steltzer

# FINANCIAL AID

---

Through its financial aid program, Livingston College seeks to assist students who have been accepted for admission who show a financial need. Financial aid is awarded on a competitive basis and in accordance with the financial need of the student. Need is determined by comparing the student's total resources (assistance from family, summer work, and employment at college) with the cost of attending Livingston for a given year.

Financial assistance is offered in the form of scholarships, loans, campus employment, and perhaps in combination as a "package."

## FORMS OF FINANCIAL AID

A limited number of general scholarships of varied amounts are offered by Livingston College to freshmen. Each award is based on the candidate's financial need, character and leadership, and participation in school and community affairs.

Continuance of scholarship awards is subject to the availability of funds, continued financial need, and satisfactory academic performance in college.

All candidates with financial need are encouraged also to seek outside scholarship aid. A certain number of local, state, and national scholarship programs are open to most candidates. Information regarding them can usually be obtained at all high school guidance offices. New Jersey residents are reminded that Rutgers University does not administer the New Jersey State Scholarship Program. It is conducted by the New Jersey State Scholarship Commission, 225 West State Street, Trenton, New Jersey 08608. *All New Jersey high school seniors who require assistance are urged to apply to the Commission for a State Scholarship by the November deadline.*

## Educational Opportunity Grants

Outright grants of Federal assistance are available to full-time students at Livingston College through the Higher Education Act of 1965. One of the provisions of the program requires that an Educational Opportunity Grant recipient receive assistance from other acceptable sources in an amount which is at least equal to the grant. Federal Loans, State Scholarships, and certain other scholarships are considered acceptable for this purpose. These awards range in size from \$200 to \$1,000 depending upon the amount of support that can be expected from the student's parents.



## Loans

Freshman loans are made through the National Defense Student Loan Program. Under the terms of this program needy students may borrow up to \$1,000 per year (not to exceed a total of \$5,000 over the period of their undergraduate education) at a simple interest rate of three per cent per year on the unpaid balance. The total amount of the loan, plus interest, must be repaid within a ten-year period starting nine months after the student ends his studies. If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as half of the loan may be forgiven at the rate of 10 per cent for each year of teaching service. Borrowers who elect to teach in certain eligible schools located in areas of primarily low income families may qualify for cancellation of their entire obligation at the rate of 15 per cent per year.

## Employment

A number of controlled part-time jobs within the University are available for assignment to freshmen who have demonstrated financial need. They are located mainly in the library, dining hall, and certain administrative offices, and they entail approximately 10 hours of work per week.



---

---

Through them a student can earn between \$300 and \$500 during a portion of the academic year. Freshmen are advised not to assume heavy part-time employment responsibilities. Many of these jobs are subsidized through the Federal Work Study Program. In some cases employment during the summer preceding entrance can be arranged.

Additionally, a limited number of work scholarships are available through the Livingston Bursary Program. Under this plan, the recipient receives \$200 at the beginning of each term to be applied toward his term bill. In return, the student works in a department on-campus for 10 hours per week throughout the term.

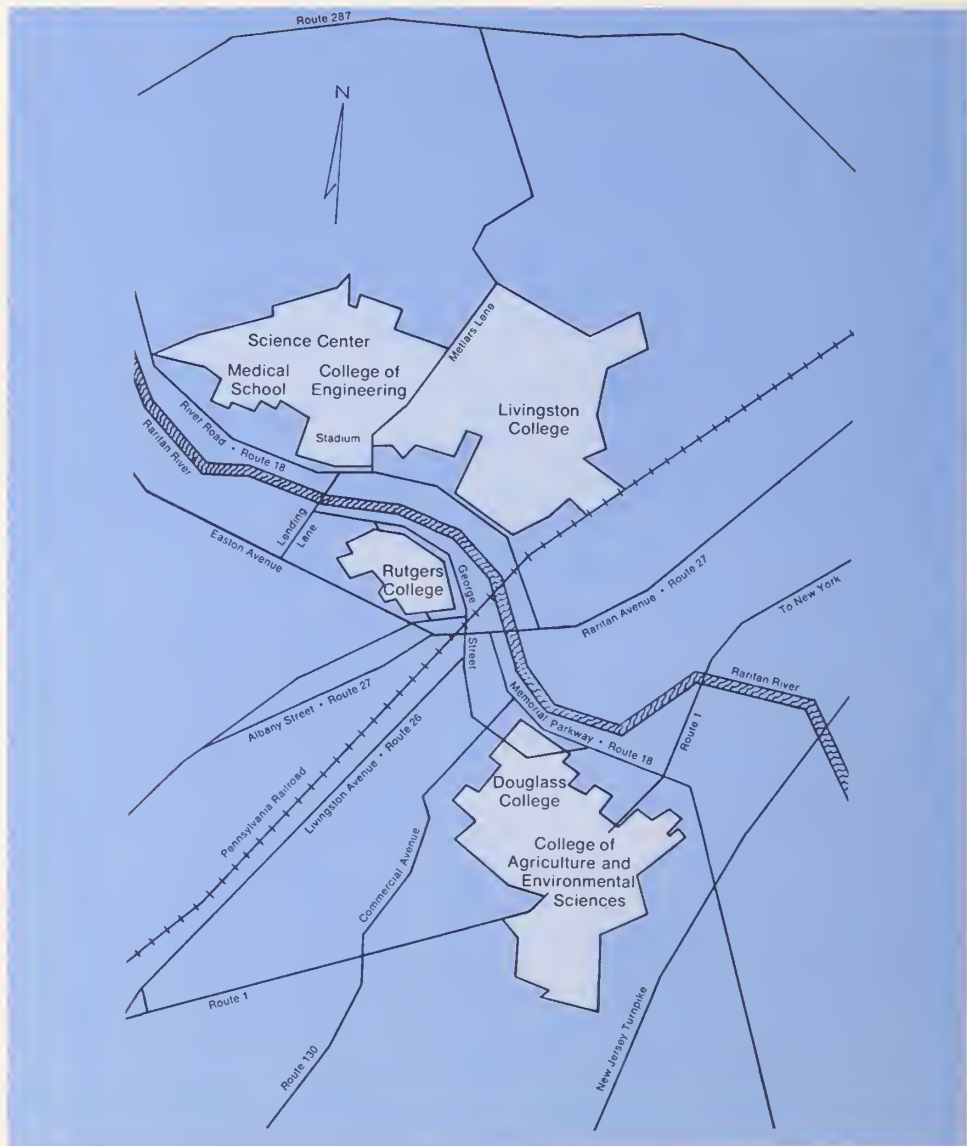
## HOW TO APPLY FOR FINANCIAL ASSISTANCE

1. Applicants desiring financial aid should write to the Director of Financial Aid, Livingston College, to obtain an application for financial aid if one does not accompany this booklet. This financial aid card should be completed and returned immediately to the Admissions Office so that these individuals may be identified as candidates for financial assistance.

*CANDIDATES MUST HAVE THEIR PARENTS OR GUARDIANS SUBMIT A PARENT'S CONFIDENTIAL STATEMENT TO THE COLLEGE SCHOLARSHIP SERVICE, P.O. BOX 176, PRINCETON, NEW JERSEY 08540, BY FEBRUARY 1. CANDIDATES SHOULD REQUEST THAT A COPY OF THE PARENT'S CONFIDENTIAL STATEMENT BE SENT TO LIVINGSTON COLLEGE (SCHOOL CODE 2384).* This service will then analyze the information furnished by parents or guardians and present the College with a figure of computed need. This figure is further checked by the College before any decisions are made. The Parent's Confidential Statements can be obtained through the high school guidance office or by writing directly to the College Scholarship Service.

## NOTIFICATION OF AWARDS

Freshmen awarded financial aid are notified some time shortly after April 15. Transfer students awarded aid are notified after they have been admitted which is normally in June.



## RUTGERS UNIVERSITY

Rutgers College  
Bureau of Biological Research  
Bureau of Government Research  
Bureau of Mineral Research  
College of Agriculture and Environmental Science  
New Jersey Agricultural Experiment Station  
Co-operative Extension Service in Agriculture, Home Economics, and 4-H  
College of Engineering  
Bureau of Engineering Research  
Graduate School of Education  
Division of Military Education  
Division of Physical Education  
Douglass College  
Livingston College  
Graduate School  
Bureau of Economic Research  
Statistics Center  
Center of Alcohol Studies  
Interdisciplinary Research Center  
Graduate School of Library Service  
Graduate School of Social Work  
University College (New Brunswick, Newark, Camden, Paterson, Jersey City)  
Summer Session  
Newark College of Arts and Sciences  
Institute of Animal Behavior  
Institute of Cognitive Studies  
Institute of Jazz Studies  
Graduate School of Business Administration  
Division of Business Administration  
Division of Professional Accounting  
College of Pharmacy  
Pharmaceutical Extension Service  
School of Law — Newark  
School of Law — Camden  
College of Nursing  
College of South Jersey  
Rutgers Medical School  
University Extension Division  
Extension Centers (New Brunswick, Newark, Camden, Paterson)  
The Stonier Graduate School of Banking  
Institute of Management and Labor Relations  
Institute of Microbiology  
University Library  
Eagleton Institute of Politics  
Urban Studies Center  
Radiation Science Center  
Center for Computer and Information Services  
Rutgers University Press

